



Introduction to Psychology

PSYC 100 University of Maryland Fall 2021

WHAT IS PSYCHOLOGY?

I'm sure before you signed up for this course you could have told someone that psychology is the study of thought and behavior. But what does that really mean? What are the basic theories that help explain why we do what we actually do? Is common sense as accurate as we tend to think? In learning to see and think about ourselves and our world from a **scientific** perspective, we'll see that understanding the reason why we do what we do can be tremendously helpful in our own daily lives.

Course Meeting Times

Full Lecture (Sections 0101 – 0110): Wed 4:00– 5:20 PM in BRB 1101

Discussion Meetings: [Check Testudo](#) for meeting times and locations. Your meeting time and location depend on what section of the course you are in (e.g. 0101, 0102, etc.).

Instructor:	Benjamin Jones, Ph.D. Office hours: Mon 11am – 12:00pm and Tues 2pm – 3:00pm in BPS 3123F. Zoom Room: https://umd.zoom.us/my/jonesmeeting1 Password: jonesb Email: jonesb@umd.edu
Teaching Assistants:	Reyan Sheikh Office hours: Fri. 9am– 10am in TBD Zoom Room: https://umd.zoom.us/j/97905786436?pwd=bnhDS1UyMC82MFRuNHF1NExKTmFLQT09 Password: 2310839 Email: resheikh@umd.edu Sam Hubachek Office hours: Fri. 12 - 1pm in TBD Zoom Room: https://umd.zoom.us/j/92294299743?pwd=MkMxQjArQ0IyWWVhQ09lMU1ZeWRLQT09 Password: 831659 Email: shub@umd.edu

	<p>Office hours: Zoom Room: Password: Email:</p> <p>Please first start by sending any email to a TA. They will be able to answer most of your questions. If they cannot answer your question, they will forward the email to me.</p>
<p>Undergraduate Teaching Assistants:</p>	<p>Rong Yan Office hours: Thurs. 10am – 11am in TBD Zoom Room: https://umd.zoom.com.cn/j/7551649234?pwd=blhpZVdjRWIiWkozdkwrRXVpNDA0UT09 Password: 123456 Email: ryan1@terpmail.umd.edu</p> <p>Josh DiGiorgio Office hours: Tues. 2pm - 3pm in TBD Zoom Room: https://umd.zoom.us/j/93855641759?pwd=QVQ2L0hFVDVfUWYrR0ppMWJFN0lXZz09 Password: psyc100 Email: jdigiorg@umd.edu</p>

REQUIRED MATERIAL

You are not required to purchase a textbook for this course. In collaboration with Dr. Scott Roberts, Dr. Dylan Selterman, and Dr. Ryan Curtis, we have prepared an open-source [online textbook blog](#).

Please create a free account with Turning Technologies by clicking on clicker registration on ELMS. You will be expected to use your phone as a clicker to respond to questions in class.

PREREQUISITES, OBJECTIVES, POLICIES AND RESOURCES

Course Prerequisites: There are no prerequisites for this course.

Learning Objectives: The learning objectives for this course are based on the University's [Gen Ed Natural Sciences objectives](#) and the [Department of Psychology's learning outcomes](#): 1) Knowledge in psychology, 2) Scientific inquiry & critical thinking, 3) Ethics, 4) Multiculturalism & diversity, 5) Communication, and 6) Professional development.

Campus Policies: It is our shared responsibility to know and abide by the University of Maryland's policies which include topics like:

- Academic Integrity
- Student and instructor conduct
- Accessibility and accommodations

- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit www.ugst.umd.edu/courserelatedpolicies.html for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions.

MASK REQUIREMENT IN CLASS

President Pines provided clear expectations to the University about the wearing of masks. Face coverings over the nose and mouth are required while you are indoors at all times. There are no exceptions. Students not wearing a mask will be given a warning and asked to wear one, or will be asked to leave the classroom immediately. Students who have additional issues with the mask expectation after a first warning will be referred to the Office of Student Conduct for failure to comply with a directive of University officials.

NAMES/PRONOUNS AND SELF IDENTIFICATION

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

INCLUSIVE LEARNING ENVIRONMENT

Students will be invited to share their thoughts in class and a diversity of opinions is welcome. Respectful communication is expected, even when expressing differing perspectives. Supporting one's statements with research findings is encouraged. In accordance with free speech statutes, speech that contains threats of violence is prohibited. As a human, behavior-centered discipline, we value a strong understanding of diversity. Diversity refers to differences in race, ethnicity, culture, gender, sexual orientation, religion, age, abilities, class, nationality, and other factors. The Department of Psychology at the University of Maryland is committed to creating a respectful and affirming climate in which all students, staff, and faculty are inspired to achieve their full potential. We believe that actively fostering an affirming environment strengthens our department as a whole. A department that values and celebrates diversity among its students, staff and faculty is best able to develop the strengths and talents of all members of the department community.

REPORTING RACISM AND OTHER FORMS OF HATE AND BIAS

If you experience racism or other form of bias or hate in this class or any psychology course, we encourage you to do at least one of the following: Please report the experience to the instructor or teaching assistant and/or use report to the Department of Psychology's Diversity and Inclusion Committee using this link (reports can be made anonymously). Please also report all incidents of hate and bias to the Office of Diversity and Inclusion at <https://www.diversity.umd.edu/hbrp/>.

STATEMENT OF BASIC NEEDS

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in this course, is encouraged to use the resources listed below for support.

Fostering Terp Success: <https://www.studentaffairs.umd.edu/fostering-terp-success>

UMD Campus Pantry: <http://campuspantry.umd.edu/>

UMD Student Crisis Fund: <http://www.crisisfund.umd.edu/>

Counseling Center: <http://www.counseling.umd.edu/CS/>

BLENDED COURSE DESIGN

Our course will be taught in modules. Each week, you will go to the modules section of your ELMS page and complete the tasks within the appropriate module. There will be different tasks (i.e., lectures, activities, and assignments) associated with each module, and the tasks will be presented in the order that you should complete them. It is extremely important that you follow the tasks in order.

PSYC 100 is designed as a blended course, which means that some weeks will require you to participate to come to a Friday discussion class. Students should follow the Group A/B schedules on the course schedule page of the syllabus to determine when they should come to discussion classes (p. 6 below). If your section number is from 0101-0105 you should follow the Group A schedule. If your section number is from 0106-0110 you should follow the Group B schedule. See page 7 for help finding your discussion section number.

RESEARCH EXPERIENCE REQUIREMENT

All PSYC100 students are required to participate in **3 hours (credits)** worth of research studies. **There is a grade penalty if you do not complete all 3 credits by the last day of classes.** See screenshot below.

It is each student's personal responsibility to ensure that he, she, or they satisfies all course requirements in full. **The firm deadline to earn all three research credits is 11:59 pm on the last day of classes for the FALL 2021 Semester which is Monday, December 13, 2021.** As the requirement is an important part of the learning experience for the course, failure to complete the research participation requirements will result in a grade penalty. Students who do not earn at least 0.5 research participation credits will be penalized 10% on their final course grade. Thus, an otherwise earned A will become a B, a B+ will become a C+, etc. Students who earn more than 1 credit, but less than the required 3, will have their final grade reduced accordingly:

2.5 credits —> 2% deduction

2 credits —> 4% deduction

1.5 credits —> 6% deduction

1 credits —> 8% deduction

0.5 credits or below —> 10% deduction

Please view the policies and relevant information about this [research experience requirement](#). It is your responsibility to keep up with information about SONA policies (e.g., deadlines, alternative assignments). For all SONA-related questions, please contact **Steve Young**, who is the SONA administrator in the psychology department main office. At the end of the semester, Steve will send

me a list of all students and how many credits they completed, so if you are curious about whether your credits have been counted, I will not have that information until after the course has ended.

NOTE: I will offer extra 2.5% credit on the final exam for students that complete an additional in-person study. You can do this two times – that is, you can complete two additional in person studies to receive 5% extra credit on the final exam.

LEARNING ASSESSMENTS

Worksheets (28%): For each module, you will complete a worksheet designed to highlight information in the assigned readings and assess your learning of the material. The worksheets are based on the [online textbook blog](#) and each worksheet corresponds to a specific module on the blog. For example, Worksheet (WS) 01 corresponds to Module (M) 01. Answers are submitted in a quiz on ELMS (see course schedule below). There will be a 15% point deduction for every day late a worksheet is submitted (e.g. 1 day late and you start at an 85%, 2 days late and you start at a 70%). If you have questions on a worksheet, please email us 48 hours before it is due so that we may respond in time. You are welcomed (and encouraged) to work cooperatively on these worksheets, though all answers submitted must represent only your own work. You have one week from the when the grade is given back to you to dispute grades.

Clicker Questions (1%): It is imperative that you keep up with the weekly lecture modules in order to learn the material. To this end, we will have many clicker questions. Each clicker question, unless otherwise noted, will be graded for accuracy. You should use the clicker questions as a learning check to assess whether you are fully understanding the material. If you are struggling with the clicker questions, please feel free to reach out for extra help. We will use the app Socrative (see required material section of syllabus) to complete the clicker questions.

Learning Activities (28%): Learning activities will be found in the module and will take many forms (e.g. paper, discussions, and more). These activities are designed to increase engagement with the material. There will be a 15% point deduction for every day late a learning activity is submitted (e.g. 1 day late and you start at an 85%, 2 days late and you start at a 70%). Importantly, for some learning activities, late work will not be accepted. I will always indicate if late work is not accepted in the learning activity directions.

Friday Discussions (11%): Every other week, you will meet with a graduate TA and discuss readings related to concepts we have covered in class. You will earn this portion of your grade by showing up and being an active participant.

Exams (30%): There will be 3 exams designed to assess your knowledge of the essential concepts and theories in the course. Exams will mostly be in a multiple-choice format with the possibility of some matching or fill-in-the-blank questions. Anything that is covered in this course (e.g. lecture, readings, Learning Assessments etc.) is fair game to appear on the exams. You can expect exams to be cumulative with regards to the application of earlier theoretical perspectives and empirical evidence to newer material; however, the exams will focus on the modules we have completed since the last exam. You have one week from the when the grade is posted to dispute grades.

Exam Reflections (2%): There will be two exam reflection designed as a tool for you to reflect on your preparation and exam performance. The reflection assignments will be posted on ELMS.

GRADES

Grades are not given but earned. Your grade is determined by your performance on the learning assessments in the course and is assigned individually (not curved). If earning a particular grade is important to you, please speak with me at the beginning of the semester so that I can offer some helpful suggestions for achieving your goal.

All assessment scores will be posted on the course ELMS page. If you would like to review any of your grades (including the exams), or have questions about how something was scored, please email me to schedule a time for us to meet in my office.

Late worksheets and exam reflections will not be accepted for course credit so please plan to have them submitted well before the scheduled deadline. Points will be deducted for late Scientific Analyses as per indicated in the Scientific Analyses section. I am happy to discuss any of your grades with you, and if I have made a mistake I will immediately correct it. Any formal grade disputes must be submitted in writing and within one week of receiving the grade.

Final letter grades are assigned based on the grading scheme above. To be fair to everyone I have to establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same this as making the cut ($89.99 = B+$, $89.99 \neq A-$). It would be unethical to make exceptions for some and not others.

Final Grade
A+ (97%)
A (93%)
A- (90%)
B+ (87%)
B (83%)
B- (80%)
C+ (77%)
C (73%)
C- (70%)
D+ (67%)
D (63%)
D- (60%)
F (< 60%)

COURSE SCHEDULE FOR SECTION 0101 - 0110













All Assignments for Modules are listed in the Module sections on ELMS. Please see ELMS for a list of specific work you must complete. Please see the screenshot on the following page. The screenshot demonstrates how to determine whether you are in Group A or Group B, and where your discussion section is located.

Full Class Meeting		Discussion (Friday)	
Date	Topic (Textbook Chapter)	Group A	Group B
9/1	Introduction	9/3: NO DISCUSSION	
9/8	Module 1: General Theories in Psychology	9/10: Discussion Activity 1	
9/15	Module 2: Cognition, Intelligence and Memory		9/17: Discussion Activity 1
9/22	Module 3: Methodology and Ethics	9/24: Discussion Activity 2	
9/29	Module 4: Behavioral Psychology		10/1: Discussion Activity 2
10/5	<u>Exam One Online</u>		
10/6	Exam 1 Review and IO Psych	10/8: NO DISCUSSION	
10/13	Module 5: Biological Foundations	10/15: Discussion Activity 3	
10/20	Module 6: Sensation & Perception		10/22: Discussion Activity 3
10/27	Module 7: States of Consciousness	10/29: Discussion Activity 4	
11/3	Module 8: Relationships & Sexuality		11/5: Discussion Activity 4
11/9	<u>Exam Two Online</u>		
11/10	Exam 2 Review and Module 9: Psychopathology	11/12: NO DISCUSSION	
11/17	Module 12: Lifespan Development	11/19: Discussion Activity 5	
11/24	THANKSGIVING RECESS		
12/1	Module 10: Personality and Social influence		12/3: Discussion Activity 5
12/8	Module 11: Social Thought	12/10: NO DISCUSSION	
FINAL EXAM: TBA			

DISCUSSION SECTION FINDER

The screenshot below demonstrates how to determine whether you are in Group A or Group B, and where your discussion section is located. If you log onto testudo, you should be able to use this screenshot to determine your section number (i.e., group number), discussion time, and discussion room number. **Remember, you only have to go to the discussion section on the days labeled for your Group on the course schedule.**

This is your section number

<p>0101</p> <p> </p> <p>This is 01</p>	<p>Benjamin Jones</p> <p>W 4:00pm - 5:20pm</p> <p>F 8:00am - 8:50am ←</p> <p>Class time/details on ELMS</p> <p>This is your discussion time</p>	<p>Seats (Total: 30, Open: 0, Waitlist: 8 Holdfile: 0)</p> <p>BRB 1101 ← This is your discussion room number</p> <p>BPS 1238 ← Discussion</p> <p>ONLINE Discussion</p>	<p></p>
<p>0102</p> <p> </p> <p>This is 02, etc.</p>	<p>Benjamin Jones</p> <p>W 4:00pm - 5:20pm</p> <p>F 11:00am - 11:50am</p> <p>Class time/details on ELMS</p>	<p>Seats (Total: 30, Open: 0, Waitlist: 4 Holdfile: 0)</p> <p>BRB 1101</p> <p>BPS 1238 Discussion</p> <p>ONLINE Discussion</p>	<p></p>
<p>0103</p> <p> </p>	<p>Benjamin Jones</p> <p>W 4:00pm - 5:20pm</p> <p>F 11:00am - 11:50am</p> <p>Class time/details on ELMS</p>	<p>Seats (Total: 30, Open: 0, Waitlist: 7 Holdfile: 0)</p> <p>BRB 1101</p> <p>BPS 0283 Discussion</p> <p>ONLINE Discussion</p>	<p></p>
<p>0104</p> <p> </p>	<p>Benjamin Jones</p> <p>W 4:00pm - 5:20pm</p> <p>F 2:00pm - 2:50pm</p> <p>Class time/details on ELMS</p>	<p>Seats (Total: 30, Open: 0, Waitlist: 7 Holdfile: 0)</p> <p>BRB 1101</p> <p>BPS 1236 Discussion</p> <p>ONLINE Discussion</p>	<p></p>

If you are in section 01-05 you are in Group A. If you are in section 06-10 you are in Group B. Follow the schedule on the syllabus for your Group